

REVISED 3-1-2006

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Charter

Name of Principal Mr. Mark Inman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Savanna Elementary School
(As it should appear in the official records)

School Mailing Address P. O. Box 266 – Hwy. 69 South
(If address is P.O. Box, also include street address)

Savanna OK 74565-0266
City State Zip Code+4 (9 digits total)

County Pittsburg State School Code Number* 611030

Telephone (918) 548-3864 Fax (918) 548-3836

Website/URL www.savanna.k12.ok.us E-mail marki@savanna.k12.ok.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Mitch Tidwell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Savanna Schools Tel. (918) 548-3777

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date 1-3-06

Name of School Board President/Chairperson Mr. Leland Anderson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
 Middle schools
 Junior high schools
 1 High schools
 Other
 2 TOTAL

2. District Per Pupil Expenditure: \$5985
 Average State Per Pupil Expenditure: \$6094

SCHOOL

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural
4. 19 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	6	13	19		7	13	17	30
K	5	9	14		8	13	13	26
1	17	7	24		9			
2	8	6	14		10			
3	20	8	28		11			
4	9	8	17		12			
5	12	10	22		Other			
6	10	11	21					
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					215

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|--------------------------------|
| <u>59</u> % | White |
| <u>2</u> % | Black or African American |
| <u>2</u> % | Hispanic or Latino |
| <u>1</u> % | Asian/Pacific Islander |
| <u>36</u> % | American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 8 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	17
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	17
(4)	Total number of students in the school as of October 1	215
(5)	Total transferred students in row (3) divided by total students in row (4)	.079
(6)	Amount in row (5) multiplied by 100	8%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 0 .
Specify languages:

9. Students eligible for free/reduced-priced meals: 56 %

Total number students who qualify: 120 .

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 22 %
48 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>8</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>28</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>12</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u>1</u>	<u> </u>
Support staff	<u>5</u>	<u> </u>
Total number	<u>20</u>	<u> </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 18:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95 %	95 %	95 %	96 %	95 %
Daily teacher attendance	97 %	97 %	98 %	97 %	96 %
Teacher turnover rate	0 %	5 %	5 %	0 %	5 %

PART III – SUMMARY

The city of Savanna is located in Southeastern Oklahoma, approximately nine miles south of McAlester. The population in Savanna has remained stable for the past few years. The population of the town is around 1200. Within the school district resides one of the largest ammunition plants in the United States which provides approximately 1000 permanent jobs and around 250 temporary jobs.

The plant is located to the west of the town, consisting of 45,000 acres of land. The Oklahoma State Prison which is in McAlester, employees approximately 400 people. In addition to these two employers, the Boeing Company, Pliant Corporation, Simonton Windows, and other small industries and small businesses in McAlester and the surrounding area provide employment opportunities.

Within 50 miles of Savanna we have a two year educational institution, Eastern Oklahoma State College, in Wilburton; two 4 year educational institutions, Southeastern Oklahoma State University in Durant, and East Central University in Ada. Also in McAlester students can attend a Higher Education Center which offers classes from all the previously mentioned institutions.

Savanna Elementary is a school-wide Title I school serving 215 students, pre-school through 8th grade. Our caring, competent teachers analyze each child's individual needs and we are dedicated to the success, safety, and well-being of our students each day. We believe every student can be successful when given the proper, positive atmosphere from a caring staff. Our schools' mission statement reflects this attitude. It states that our mission is to educate students in the basic areas while helping them develop social skills, a positive self-worth and working together to develop positive behaviors, and helping build values and character.

The entire staff at Savanna Elementary has high expectations and strives to do what is needed for every student to succeed. The positive impact shows in our excellent performance over the past several years. Although our school district is in a low socio-economic area (56% Free & Reduced Meals); our achievement test scores are usually the highest in the county and the southeastern part of the state.

All students are given assessment tests to determine their academic ability. Small class sizes enable teachers to differentiate instruction to meet all levels of ability. The student/teacher ratio is further reduced by the utilization of full-time classroom aides. The Elementary School follows the priority academic student skills and the Oklahoma learner outcomes and we use state approved textbooks in all academic areas. These textbooks were chosen by a committee of Educators in the district.

Technology has been an important part of our students' education. A computer lab was introduced several years ago which is capable of accommodating an entire class at a time. Every classroom also has multiple computers connected to the internet. Keyboarding skills are taught as early as the third grade. Along with the regular curriculum we offer music in the third grade and beginning with our fourth grade on, we offer instrumental music. A sports program which includes football, basketball, track and cheerleading is offered for our students from the third grade on. These programs along with foreign language are offered daily. We also have a registered nurse on staff that attends to our students every day and has been a welcomed addition to our faculty. She has also been instrumental in offering guidance in our upper elementary Health classes concerning sensitive issues. These classes have been made easier since the splitting of classes all day, male and female. The 7th & 8th grade classes are split this way for all academic subjects. Since doing this several years ago, we've had a rise in academic performance.

We celebrate the individuality of every child. We feel our individualized program empowers each child to experience academic success as they build strong character and positive citizenship.

Part IV- Indicators of Academic Success

#1 Assessment Results:

Savanna Elementary School gives several types of assessments that dictate the direction we should take in instructing our students. We are a small low socioeconomic community with a military am munitions plant, some children we receive from the base, usually on an average only stay for one or two years, therefore the district has determined to make a financial obligation to assess all students annually.

At Savanna we use the National Norm Reference Tests: ITBS (Iowa Test of Basic Skills), the OCCT (Oklahoma Core Curriculum Test), the State Criterion-Reference Test. Since Oklahoma was approved to use of components of the state-mandated Academic Performance Index (API) to measure Adequate Yearly Progress. The API measures performance and progress of a school or district based on several factors that contribute to overall educational success. The API's three main components consist of the Oklahoma School Testing Program (OSTP), school completion (attendance, dropout, and graduation rates), and academic excellence. The possible scores range from 0-1,500 with 1,000 being the average score of schools and districts.

For 25 years, Savanna has given a norm-referenced test to all grades. (K-12) The ITBS has been used for the last fourteen. At the third and fifth grade level the Oklahoma Core Curriculum Test (OCCT, criterion-referenced) is also given. The OCCT measures the Oklahoma Priority Academic Student Skills (PASS) which are determined by Oklahoma teachers, parents, community, and legislative leaders. These skills are expected to be mastered by the end of each grade level, to provide a basis for instruction, according to Oklahoma's core curriculum. Each school is provided with a report card that analyzes student performance levels. (Advanced, satisfactory, limited knowledge, and unsatisfactory) The assessment further separates the school's performance into subgroups, by gender, race/ethnicity, special education/IEP students, American Indian, and economically disadvantaged and regular education students.

According to the NCLB Act annual report card our API (academic performance index) for regular education students in 2004 was 1009 (state API 1086) with a participation rate of 95% and increased to 1323 with 100% participation, which put us above the state average of 1159 for the year of 2005.

Looking at the different classes still comparing 2004 to 2005, and the percentage of children who scored at a satisfactory level or above, the Third Grade 3 reading class, subgroup, regular education, scores increased from 64% to 100% subgroups, American Indian 63% to 100%, and also econ. disadvantage from 66% to 100%. Grade three math, subgroups, regular education scores also rose from 64% to 100%, American Indian moved 76% to 100%, econ-disadvantaged from 66% to 100%.

In grade five reading scores also climbed. In the same subgroups we went up 47% to 87%, (**American Indian numbers too small to record**). But, econ-disadvantaged, went from 25% to 82%. Math had much the same result, regular education, 65% to 100%, econ-disadvantaged, 63% to 100%.

In the 8th grade reading, scores again rose in all subgroups, regular education, 82% to 97%, American Indian, 82% to 89% and econ-disadvantaged from 76% to 95%. Part of this increase could be attributed to the fact that 8th grade students in Oklahoma have to pass a reading test to get an Oklahoma Drivers License. Math score increases were from regular education 67% to 89%, American Indian 46% to 89% and econ-disadvantaged 67% to 84%.

This Information and other indicators may be obtained on the Oklahoma State Department of Education Office of Accountability and Assessment's website: <http://title3.sde.state.ok.us/studentassessment>.

Part IV- Indicators of Academic Success...

#2 Using Assessment Results:

At the beginning of each school year, as a part of our in-service and staff development, all staff and administration go over the previous year's standardized tests results. Each teacher has the opportunity to assess their out going class, and then take a look at the results for the incoming students individually. They look for patterns in the data and then from the information obtained, determine the individual strengths and weaknesses of the new class, the teacher will begin planning and adjusting her curriculum based on what the assessments show, things such as teaching strategies, testing formats, parental involvement, and student ability, all play a very important part in the education of the new class. Also students lower than 50% in reading and math skills are provided extra help through the Title 1 program, which provides a more individualized and intense tutoring system.

Savanna has a very high expectation of our student therefore other types of assessments are also used as a basis for instruction, such as the Star Reading test from Renaissance Learning, Scott- Foresman Reading Series Basal tests, teacher-made tests, Stanford Achievement Test for Special Education Students, and the Gates-MacGinnitie for 8th grade reading level determination, we also plan to implement the Star Math Program.

The Oklahoma PASS (Priority Academic Student Skills) skills provide a basic foundation for instruction. But the assessments gained from our all of the different monitoring systems help break down the needs of each individual student, so they may be best served.

Part IV- Indicators of Academic Success...

#3 Communicating Assessment Results:

Here at Savanna we feel that communication is always a step forward in the success of our school. Anything from weekly grade checks, mid-nine weeks grade reports, report cards, assignment books, parent-teacher conferences, new-letters, teacher-notes, phone calls, and school website (www.savanna.k12.ok.us) but, mostly person-to person contact. Because our community is so small any activities in the area bring chance meetings of parents and teachers. We have always felt that personal contact is the best way to communicate the needs and/or praises of the students.

Report cards are sent home at nine week intervals with specific numbered and lettered grades in all academic areas, also comments on attendance and behaviors. The last report card is sent home with standardized testing scores and information on how to read said scores. In the early grades weekly folders with students work and study sheets for upcoming tests are sent home for parents to review with their child. On the fifth week of the nine-week term, a grade check is sent home to parents to help them monitor their child's progress.

Assignment books are used to help a child who has a hard time with responsibility. This type of organizational tool is very useful for both parent and child.

Parent-teacher conferences are also scheduled one every nine weeks, which gives the parent the opportunity to visit with the teacher concerning the needs of their child or to further review any testing assessments they may not understand. We have changed the time of some parent-teacher conferences to accommodate working parents such as after school to as late as 9 or 10 p.m. This helps our parents and gives them an opportunity to attend.

Extra curricular activities such as, competitive athletics between other schools in the county, elementary band concerts, holiday theatrical productions, and Thanksgiving dinner served for the community at the school, put our parent-teacher relationship on a more personal level.

Monthly newsletters and an excellent school website packed full of information on testing and a student's general educational experience, can also bring the community and school system together, these tools and others mentioned have been very useful in fulfilling the need for communication between school, parents, and community.

Part IV- Indicators of Academic Success...

#4 Sharing Success:

Savanna has always had an open door policy, when it comes to people who would like to observe any part of our educational system. During these visits we always share our views on assessments, professional development and teaching philosophies. Our teachers are always appreciative of any opportunity to share their teaching experiences with other fellow educators and schools because it can only enhance the knowledge they already have, which in turn helps us to educate our students. The Savanna staff also visits neighboring schools for the reasons.

Two nearby Universities, Southeastern State University and East Central University consider Savanna as an excellent placement for their student teachers that come from this area. Our staff also finds this beneficial, as it gives them an opportunity to examine their own teaching strategies, while helping the enthusiastic new student teacher.

Through the integration of technology our teachers have had the opportunity to share teaching experiences with other school with the use of video conferences at the McAlester Professional Development Center, these types of technological advances are an excellent tool for educators wishing to share thoughts and feeling about education. We have an excellent, full-time technology educator on staff. She often provides workshops to train our teachers on any technological advances that would help to educate our students.

Savanna also uses the local new-paper (The McAlester News-Capital and Democrat) to communicate its success through the posting of articles about things such as, test scores, curriculum and poster contest winners, honor student list, meeting and workshops being held at the school, and many other things. Our school website (www.savanna.k12.ok.us) is also beneficial in sharing our educational success.

We believe that it is not only our professional duty to share valuable information with others, but it is a priority, for the continued success of our school system.

Part V - Curriculum and Instruction

#1 Curriculum:

The curriculum at Savanna Elementary School is based on the State based PASS (Priority Academic Student Skills) objectives, which are used as guides for instruction. We feel that by using these objectives as a basis for what we teach our children. We can meet the requirements tested on the state-mandated test. The PASS objectives are composed of specific grade level required objectives for each of our core curriculum subjects. (English/language arts, reading, math, science, social studies, physical education, music, world language and technology) We align our curriculum so that each grade level will build on the previous. This will allow a smooth transition for a child growing up in our school system.

English language arts education incorporates the teaching and learning of reading, writing, speaking, listening, and viewing. The language arts should not be considered as individual content areas, but as one subject with five components, supporting each other and enhancing thinking and learning. Since we believe in the statement put out by the State Department of Education on a study done by the NRP (National Reading Panel) that reading failure has tremendous long term consequences for children, a firm foundation in reading is essential, it is the building block for all learning. Our kindergarten through sixth grade, emphasizes a phonetic approach to reading, phonemic awareness, phonics, fluency, and comprehension. We have an exceptionally strong first and second grade reading programs. These two teachers share a wealth of knowledge in their sixty years plus, of combined experience. Students are further enriched through the use of Accelerated Reader, for extra reading and learning experiences, and also have access to a complete school library.

Our math series targets problem solving, through the use of Saxon Math, it provides an ongoing review of previously taught concepts and also exposes the children to higher order thinking skills. Supplemental materials are used to teach and memorize math facts, such as “Math Facts in a Flash” a computer-based drill program, it provides essential practice needed to challenge each child as they learn, and also reinforces speed and accuracy, with immediate feedback

Our Science and Social Studies curriculum is also based on the Oklahoma PASS objectives, using the content standards of Physical Science, Life Science and Earth/Space Science. In Social Studies, geography, history, cultural difference, political science, psychology, religion, sociology, as well as appropriate content from civics, economics, and government. Our students have competed in local science fairs, built models, developed charts and time lines, and explore the world of science through the use of the internet. Our subscription to www.unitedstreaming.com provides videos on most any subject you can imagine. It is an extremely useful tool in today’s classroom.

Foreign language awareness is introduced in the early grades. Children are exposed to basic sign language as early as kindergarten, first through sixth have also explored the Choctaw language, and by the seventh grade a full year of Spanish is taught by a highly qualified teacher as a part of our core curriculum, numerous projects and field trips are organized, along with a Spanish Club that is very active in helping others while experiencing an education in a very useful foreign language.

Arts are experienced through music classes three times a week for grades one through three, which introduces the children to music expression, appreciation, history and culture. Band then begins at the fourth grade level with instrumental music. By the seventh and eighth grade, they are playing in the high school band, performing in concerts, marching in parades, and entering competitions, for a small school we feel that this is a very extraordinary situation for our students, most Elementary schools our size do not have this type of luxury.

Part V - Curriculum and Instruction...

#2 Reading:

The reading curriculum at Savanna Elementary School is based on the PASS (Priority Academic Student Skills) objectives supplied by the state of Oklahoma board of Education, and also goes with the US Department of Education's study done by the NRP (National Reading Panel) which states that reading failure has tremendous long term consequences for children, thus the development of Put Reading First. But here at Savanna we have always used a phonetic approach to our students reading curriculum. Phonemic awareness, phonics, fluency, vocabulary and text comprehension are skills that have always been used in classroom instruction.

Kindergarten is where these building blocks are first introduced. Here phonemic awareness is a daily practice used to educate our children. For example, in the first grade they began to read on the first day of school, practice in phonics and sight word reading skills on a daily basis reinforce the text of the day. The Economy Series for Reading is used, we know that it is an old system but it is in part what we attribute our children's reading success, the other would be the thirty plus years our first grade teacher has in experience. We are small, so each individual child reads his/or her story one to two times per day, then read at home with parent for homework. Fluency and text comprehension are stressed as the student reads, the child will advance at his/or her own pace. Most students advance at a very fast rate. These same methods are used in the second grade as well, which also has a teacher of twenty-five plus years. We work extremely hard on reading, for we believe that it is the building block for all education.

In third grade third through six the "Scotts-Foresman Reading Across Text" reading series is used because it integrates state and national test preparation with every lesson, so that teaching does not have to stop in order to prepare for high-stakes tests. Writing is taught as a natural and integral part of the curriculum. Daily journals are kept, to help students develop creative minds. These things are practiced daily, because we are accountable for the development of strong readers and writers who will be prepared for test day and every day of their lives.

Part V - Curriculum and Instruction...

#3 Mathematics.:

Math and other curriculum areas also adopt text books that incorporate test preparation. Our math series focuses on problem solving, procedures, and higher level thinking skills. Confidence in problem solving is built by using strategies that will prepare a child for success in mathematics. In the lower grades Saxon Math, and many supplement materials are used, our teachers feel it provides that higher order of thinking because it teaches them things required for success in mathematics. We use computer-based programs for extra intense practice and immediate feedback, and implementation of the “Star Math Program” by “Renaissance Learning” is planned, to provide extra assessment in math to further benefit our students.

Our teachers try to develop a conceptual grasp of number, space, and situational problems, using activities that make use of everyday objects and especially designed materials, with active involvement of students doing mathematics with thoughtful manipulatives, in an atmosphere that encourages children to debate, discuss, test, and apply ideas. Ongoing classroom-based assessments and individual conferences are important for gathering the insights necessary to design effective personalized instruction. Teachers use whole group, small group, or individualized instruction to provide the right support based on the assessments gathered for each student. Using a wide range of appropriate reasoning and problem-solving experiences from the onset, develops a sense of confidence in a student’s ability to think and communicate mathematically, in all, emphasizing the power of mathematics in helping children understand and interpret questions faced in our world and solve problems that occur in it.

Part V - Curriculum and Instruction...

#4 Instructional Methods:

At Savanna we use various assessments and instructional methods for early identification and intervention of at-risk students. We reviewed the life experiences and conditions that research has shown were associated with student achievement, and determined that the difficulty of the curriculum was important to all students, even those who were struggling. Also for the students with special needs Special Education classes and Title 1 translate into more of a one-on-one environment, our District is very fortunate to have an ample supply of volunteers that assist with such things as tutoring and one-on-one reading. The district has also committed financially to make sure every teacher also has an aid in the classroom, which improves that amount of time a teacher has to spend with his/or her students.

In the seventh and eighth grade, class size has been reduced by splitting classes by gender, in the core curriculum areas, (Math, Language, Science, Social Studies, and Physical Education) which in most cases is very conducive to learning at this age.

Classroom instruction involves many different strategies, from large group to small group instruction, to one-on-one attention. Teachers use technological media, such as Elmo projectors for large and small group presentations, to state of the art computer Labs, with an abundant supply of programs and internet-based activities. Teachers also use assessments such as the “Star Reading Program” to identify the appropriate reading level for each student, so that they can do independent reading at a frustration free level.

Communication between school, home, and community is also essential for the success of our students, without the support of each; a child could “slip through the cracks” so to speak. Therefore our staff works hard to ensure that “No Child is Left Behind” and to secure academic success for all children.

Part V - Curriculum and Instruction...

#5 Professional Development:

The goal of Savanna Elementary is to improve student skills in all areas, and to ensure this, all teachers continue their education beyond initial licensing and certification. Every teacher at Savanna is highly qualified and strives to better themselves for the good of the students.

Oklahoma's teachers are noted as some of the best in the nation. This is in part because of the State Department of Education's focus on ongoing training and professional development. Thanks to convenient Professional Development Centers and more than one million dollars in federal funds divided state wide between school districts, designated just for additional teacher training. Our teachers have every opportunity to meet the goals and requirements of our district.

Our staff development has been driven by teacher interest in improving teaching skills related to the core subjects. The McAlester PDC offers video conferences on a variety of subjects involving core curriculums. We also used online Staff Development programs and videos that have been approved by our district staff development committee. At the beginning of each school year the district also provides on site workshops for computer training courses (Power Point, Mass Student Data System for grades, report and attendance, etc.). Weekly staff meetings, focus on, needs assessments and updates. In 2004 six of our teachers also went through the "Schools Attuned Program" and returned with useful strategies to impact our students learning processes.

We are also in the process of applying for a grant to will help cover expenses needed to send all of our teachers through the "Great Expectations Program," we feel it will be very beneficial for our staff. Great Expectations is a state initiative that is bringing major change and innovation to public school classrooms in Oklahoma. These reforms positively affect how teachers teach and how students learn.

PART VII - ASSESSMENT RESULTS

Public Schools

STATE CRITERION-REFERENCED TESTS

No Child Left Behind - Blue Ribbon School

Grade: 3 Math

Subject: Math	Grade: 3	Test: Stanford Achievement Test		
Publication Years: 9 th / 1995	Publisher: Harcourt Educational Measurement			
Scores are reported here as (check one):	NCEs_____	Scaled Scores_____	Percentiles __X__	
Testing Month - School Year		April 2004-2005	March 2003-2004	March 2002-2003
SCHOOL SCORES				
<u>Savanna Schools</u> Percent of Regular Students testing at Satisfactory Level or Above		100 %	64 %	66 %
<u>State</u> Percentile of Regular Students Testing at Satisfactory Level or Above		77 %	61 %	65 %
Number of Students Tested		12	14	14
Percent of Total Students Tested		100 %	100 %	100 %
Number of Students Alternatively Assessed		0	0	0
Percent of Students Alternatively Assessed		0 %	0 %	0 %
Number of Students ELL Exempt		0	0	0
Percent of Students ELL Exempt		0 %	0 %	0 %
<u>SUBGROUP SCORES</u>				
1. Economically Disadvantaged		*	*	61 %
Number of Students Tested		6	9	11
2. Special Education		*	*	*
Number of Students Tested		1	2	1
2. American Indian / Alaskan Native		*	*	*
Number of Students Tested		5	8	5

Note: In 2004-05 Oklahoma developed new criterion referenced assessments in Grade 3 reading and mathematics to measure achievement of students on the Priority Academic Student Skills. Since this is the first year of implementation, no trend data is available.

*Less than ten students tested

STATE CRITERION-REFERENCED TESTS...*No Child Left Behind - Blue Ribbon School*Grade: 3 Reading

Subject: Reading	Grade: 3	Test: Stanford Achievement Test		
Publication Years: 9 th / 1995	Publisher: Harcourt Educational Measurement			
Scores are reported here as (check one):	NCEs_____	Scaled Scores_____	Percentiles __X__	
Testing Month - School Year		April 2004-2005	March 2003-2004	March 2002-2003
SCHOOL SCORES				
<u>Savanna Schools</u> Percent of Regular Students testing at Satisfactory Level or Above		100 %	64 %	60 %
<u>State</u> Percentile of Regular Students Testing at Satisfactory Level or Above		86 %	63 %	55 %
Number of Students Tested		12	14	14
Percent of Total Students Tested		100 %	100 %	100 %
Number of Students Alternatively Assessed		0	0	0
Percent of Students Alternatively Assessed		0 %	0 %	0 %
Number of Students ELL Exempt		0	0	0
Percent of Students ELL Exempt		0 %	0 %	0 %
<u>SUBGROUP SCORES</u>				
1. Economically Disadvantaged		*	*	51 %
Number of Students Tested		6	9	11
2. Special Education		*	*	*
Number of Students Tested		1	2	1
2. American Indian / Alaskan Native		*	*	*
Number of Students Tested		5	8	5

Note: In 2004-05 Oklahoma developed new criterion referenced assessments in Grade 3 reading and mathematics to measure achievement of students on the Priority Academic Student Skills. Since this is the first year of implementation, no trend data is available.

*Less than ten students tested

STATE CRITERION-REFERENCED TESTS...*No Child Left Behind - Blue Ribbon School*Grade: 5 Math

Subject: Math	Grade: 5	Test: Oklahoma Core Curriculum Test		
Publication Years:	Publisher: Harcourt Educational Measurement			
Scores are reported here as (check one):	NCEs_____ Scaled Scores_____ Percentiles__X__			
Testing Month - School Year		April 2004-2005	April 2003-2004	March 2002-2003
SCHOOL SCORES				
At or Above Unsatisfactory		100 %	100 %	100 %
At or Above Limited Knowledge		100 %	100 %	100 %
At or Above Satisfactory		100 %	65 %	83 %
At or Above Advanced		33 %	0 %	18 %
Number of Regular Students Tested		11	17	17
Percent of Total Students Tested		100 %	100 %	100 %
Number of Students Alternatively Assessed		0	0	0
Percent of Students Alternatively Assessed		0 %	0 %	0 %
Number of Students ELL Exempt		0	0	0
Percent of Students ELL Exempt		0 %	0 %	0 %
<u>SUBGROUP SCORES</u>				
1. Economically Disadvantaged				
At or Above Unsatisfactory		100 %	*	100 %
At or Above Limited Knowledge		100 %	*	100 %
At or Above Satisfactory		100 %	*	84 %
At or Above Advanced		18 %	*	17 %
Number of Students Tested		10	8	12
2. Special Education				
At or Above Unsatisfactory		*	*	*
At or Above Limited Knowledge		*	*	*
At or Above Satisfactory		*	*	*
At or Above Advanced		*	*	*
Number of Students Tested		2	2	1
STATE SCORES				
At or Above Unsatisfactory		100 %	100 %	100 %*
At or Above Limited Knowledge		98 %	99 %	98 %*
At or Above Satisfactory		84 %	78 %	72 %*
At or Above Advanced		30 %	21 %	16 %*

Note: State published Regular student group scores only in 2002-2003, instead of all students.

*Less than ten students tested

STATE CRITERION-REFERENCED TESTS...*No Child Left Behind - Blue Ribbon School*Grade: 5 Reading

Subject: Reading	Grade: 5	Test: Oklahoma Core Curriculum Test		
Publication Years:	Publisher: Harcourt Educational Measurement			
Scores are reported here as (check one):	NCEs_____ Scaled Scores_____ Percentiles __X__			
Testing Month - School Year		April 2004-2005	April 2003-2004	March 2002-2003
SCHOOL SCORES				
At or Above Unsatisfactory		100 %	100 %	100 %
At or Above Limited Knowledge		100 %	82 %	100 %
At or Above Satisfactory		87 %	47 %	76 %
At or Above Advanced		7 %	0 %	0 %
Number of Regular Students Tested		11	17	17
Percent of Total Students Tested		100 %	100 %	100 %
Number of Students Alternatively Assessed		0	0	0
Percent of Students Alternatively Assessed		0 %	0 %	0 %
Number of Students ELL Exempt		0	0	0
Percent of Students ELL Exempt		0 %	0 %	0 %
<u>SUBGROUP SCORES</u>				
1. Economically Disadvantaged				
At or Above Unsatisfactory		100 %	*	100 %
At or Above Limited Knowledge		90 %	*	100 %
At or Above Satisfactory		80 %	*	67 %
At or Above Advanced		0 %	*	0 %
Number of Students Tested		10	8	12
2. Special Education				
At or Above Unsatisfactory		*	*	*
At or Above Limited Knowledge		*	*	*
At or Above Satisfactory		*	*	*
At or Above Advanced		*	*	*
Number of Students Tested		2	2	1
STATE SCORES				
At or Above Unsatisfactory		100 %	100 %	100 %*
At or Above Limited Knowledge		96 %	95 %	85 %*
At or Above Satisfactory		79 %	76 %	74 %*
At or Above Advanced		9 %	5 %	5 %*

Note: State published Regular student group scores only in 2002-2003, instead of All students.

*Less than ten students tested

STATE CRITERION-REFERENCED TESTS...*No Child Left Behind - Blue Ribbon School***Grade: 8** Math

Subject: Math	Grade: 8	Test: Oklahoma Core Curriculum Test		
Publication Years:	Publisher: Harcourt Educational Measurement			
Scores are reported here as (check one):	NCEs_____ Scaled Scores_____ Percentiles__X__			
Testing Month - School Year		April 2004-2005	April 2003-2004	March 2002-2003
SCHOOL SCORES				
At or Above Unsatisfactory		100 %	100 %	100 %
At or Above Limited Knowledge		96 %	93 %	100 %
At or Above Satisfactory		89 %	67 %	31 %
At or Above Advanced		25 %	4 %	9 %
Number of Regular Students Tested		28	23	32
Percent of Total Students Tested		100 %	100 %	100 %
Number of Students Alternatively Assessed		0	0	0
Percent of Students Alternatively Assessed		0 %	0 %	0 %
Number of Students ELL Exempt		0	0	0
Percent of Students ELL Exempt		0 %	0 %	0 %
<u>SUBGROUP SCORES</u>				
1. Economically Disadvantaged				
At or Above Unsatisfactory		100 %	100 %	100 %
At or Above Limited Knowledge		95 %	90 %	100 %
At or Above Satisfactory		84 %	67 %	78 %
At or Above Advanced		16 %	5 %	11 %
Number of Students Tested		19	19	18
2. Special Education				
At or Above Unsatisfactory		0 %	*	*
At or Above Limited Knowledge		0 %	*	*
At or Above Satisfactory		0 %	*	*
At or Above Advanced		0 %	*	*
Number of Students Tested		0	7	3
STATE SCORES				
At or Above Unsatisfactory		100 %	100 %	100 %*
At or Above Limited Knowledge		94 %	96 %	95 %*
At or Above Satisfactory		76 %	77 %	73 %*
At or Above Advanced		20 %	20 %	16 %*

Note: State published Regular student group scores only in 2002-2003, instead of All students.

*Less than ten students tested

STATE CRITERION-REFERENCED TESTS...*No Child Left Behind - Blue Ribbon School***Grade: 8** Reading

Subject: Reading	Grade: 8	Test: Oklahoma Core Curriculum Test		
Publication Years:	Publisher: Harcourt Educational Measurement			
Scores are reported here as (check one):	NCEs_____ Scaled Scores_____ Percentiles __X__			
Testing Month - School Year		April 2004-2005	April 2003-2004	March 2002-2003
SCHOOL SCORES				
At or Above Unsatisfactory		100 %	100 %	100 %
At or Above Limited Knowledge		100 %	100 %	97 %
At or Above Satisfactory		97 %	82 %	84 %
At or Above Advanced		4 %	0 %	6 %
Number of Regular Students Tested		24	23	32
Percent of Total Students Tested		100 %	100 %	100 %
Number of Students Alternatively Assessed		0	0	0
Percent of Students Alternatively Assessed		0 %	0 %	0 %
Number of Students ELL Exempt		0	0	0
Percent of Students ELL Exempt		0 %	0 %	0 %
<u>SUBGROUP SCORES</u>				
1. Economically Disadvantaged				
At or Above Unsatisfactory		100 %	100 %	100 %
At or Above Limited Knowledge		100 %	100 %	100 %
At or Above Satisfactory		95 %	76 %	89 %
At or Above Advanced		0 %	0 %	6 %
Number of Students Tested		16	18	18
2. Special Education				
At or Above Unsatisfactory		0 %	*	*
At or Above Limited Knowledge		0 %	*	*
At or Above Satisfactory		0 %	*	*
At or Above Advanced		0 %	*	*
Number of Students Tested		0	7	3
STATE SCORES				
At or Above Unsatisfactory		100 %	100 %	100 %*
At or Above Limited Knowledge		96 %	97 %	96 %*
At or Above Satisfactory		81 %	82 %	79 %*
At or Above Advanced		9 %	6 %	6 %*

Note: State published Regular student group scores only in 2002-2003, instead of All students.

*Less than ten students tested